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régente. Une dernière croisade l'enleva de nouveau et pour toujours à l'affection de son peuple. A peine avait-il débarqué à Tunis que la peste attaqua et décima l'armée.]

(Saint Louis, atteint de la fièvre, est étendu sur le lit dans sa tente.)

Personnages: Saint Louis; Philippe le Hardi, son fils; Isabelle, sa fille; le roi de Navarre, son gendre; conseillers.

(Tout le monde est agenouillé près du lit.)

Saint Louis. Donnez-moi des nouvelles de mon fils, Jean Tristan.

Philippe (son fils ainé). Mon père, il vient d'expirer.

(Saint Louis jointe les mains et prie silencieusement. Après un moment de

silence il se lève, regarde autour de lui, aperçoit sa fille Isabelle, qui est en larmes au pied de son lit.)

Saint Louis. Très chère fille, pensez-y bien; beaucoup de gens se sont endormis en folles pensées de péché, et le matin ne se sont trouvés en vie. Voici, très chère fille, des instructions que j'ai écrites pour vous, pour mon fils, Philippe, et pour vous mon gendre, roi de Navarre. (Il retombe sur les coussins, puis se soulève et à voix basse.) Seigneur, aie merci de ce peuple qui demeure ici et ramène le en son pays! Qu'il ne tombe pas en la main de ses ennemis—(Il ferme les yeux.) Jérusalem, Jérusalem nous irons à Jérusalem.

Seventh and Eighth Grades

Nott William Flint

History: After studying the Cave Men, the Britons, the Romans in Britain, and the Jutes, Angles, and Saxons, the class comes now to the Normans and their conquest of England. So far in our inquiries we have paid small heed to the monotonous succession of kings, or to the vexing political changes, upon which most of the history text-books center. The people—what they were, how they lived, and what they did—a knowledge of the people is what the class has been aiming at. But in the Norman Conquest, at every twist and turn, the student's eye catches the figure of a stark and impetuous man—Duke William of Normandy. And so for this month the children's interest will be turned upon one man, who will be to them, as far as the teacher can make him so, a real and vivid person. The subject for the month might be called: William the Conqueror.

THE NORMAN CONQUEST.

I. William the Conqueror.

1. His birth: Son of Robert of Normandy and a tanner's daughter.

2. His boyhood. In this study the teacher can if he sees fit introduce the institution of chivalry.

3. His manhood.

(a) Attempt of the Norman lords to break his power. Battle of *Val es Dunes*. (What do we learn of William's character from his conduct in this battle?)

(b) Attempt of French dukes to break William's power. Battle of Mortimer and of Varaville. (What do they show in William's character?)

4. William's claim to England.

(a) Harold's visit to Normandy, and his forced oath to the duke. (See Mlle. Ashleman's French outlines in the March and April numbers of the COURSE OF STUDY.)

(b) Did William have any real right to the English throne?

5. The conquest.

(a) Condition of England; lack of unity among the Saxon earls; Harold's battle against the Danes at Stamford bridge; Harold's march to Hastings, and the failure of the Northumbrians to help him.

(b) William's embarkation with the Norman soldiers; the landing in England; the battle of Hastings; death of Harold; acceptance of William as king at London. The whole matter so far will be summed up in two points: William's conspicuous ability as a general, and the lack of unity among the English.

6. Effect of conquest.

(a) How were English customs, laws, and people changed by the Normans? English folkland became crown lands under William. (If the children know nothing of the Saxon communal system, teach it here.)

(b) Growth of the idea of king. (Show how the power of the king had been increasing since Hengist's election.) What William did to make the king supreme. Domesday book; the gathering of the nation; William compels every one to take oath of subservience to him.

(c) Growth of the Norman barons.

(d) English popular assemblies went on as before, only they became Normanized.

(e) English law. The law of the English ordeal now supplemented by the Norman wager of battle. (Read the fight between Brian de Bois Guilbert and Ivanhoe.) Law of murder and Englishry; separation of clerical from secular cases in the English law process. (Show here how our law goes back to these times for its foundation in custom.)

(f) Effect on England from European point of view, i. e., England under William became a European power. England's relation to France. King of England legally a Norman duke under vassalage of French king.

7. Feudalism. Discuss the conditions of society in France, Germany, and England at this time, to bring out the feudal system. The feudal oath: Green's *History of England*, p. 129, Vol. I. Show how this system is rooted in the ideas of individual liberty and of tribal autonomy in the German tribes. Growth of feudalism among the English previous to William's arrival (for protection against the Danes); among the English social strata—earl, ceorl, thrall.

8. Chivalry. The code of chivalry can be interestingly taught by following the life of a young English baron from boyhood to knighthood.

References: Green, *History of the English People*; Gautin, *Chivalry*; Emerton, *Introduction to the Middle Ages*, *Sources of English History*; Higginson and Channing, *English History for Americans*.

Art Work: The painting and drawing which may be done in connection with this work is limited only by the children's time and desire. Illustrations of scenes they have read about, drawings of old Norman castles, and of knights and the various members of the mediæval society, should not be done by the children in haphazard fashion. Thus, historical truth in the matter of costume should be insisted on.

Geography: The work planned for March and April will be carried on through May. That is to say, that the geography will be made to correlate as closely as possible with the history. Also, for this month, a little time will be taken each day for the discussion of current events, especially those which have some reference to the geography of special localities, i.e., the Manchurian question in China.

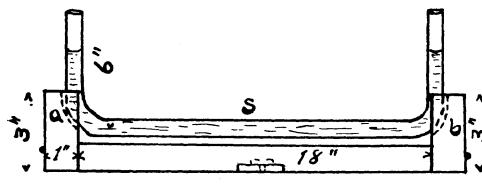
Mathematics: The school will make, under the direction of Mr. Myers, a topographic map of at least a part of Lincoln Park. The Seventh and Eighth grades will have for their share the running of certain lines, the fixing of angles, and the determination of level lines. This work will be done in the park by class groups of four, and from the notes taken the actual mathematical work will be done in the class. Each pupil will, from the collected data, make his own map of the south end of Lincoln Park. As part of this work the class will make four of the following instruments for determining level lines. This exercise is by Mr. George W. Myers.

CLASS EXERCISES.

Bend up six inches of both ends of a glass tube of $\frac{1}{4}$ -inch bore and of 30 inches length as shown in the cut. This can be done by heating the straight rod gradually in a Bunsen flame until the glass becomes tough, and then bending it with the fingers.

While the glass of one bend is still plastic lay the bent tube down on a plane surface, and with a smooth plane board press down upon the

bent tube until the two ends lie in a plane with the middle part of the tube.



Water Level

Of three pieces of surfaced inch stuff 4 inches wide make a holder or cradle for the bent tube as indicated in the figure, allowing the ends of the tube, which are to be held upright, to extend some four inches above the top of the end-pieces *a* and *b*. Then, holding the middle segment *S* of the tube horizontal, fill it with water until the water stands an inch or so above the top of the end-pieces.

By sighting over the surfaces of the two vertical columns of water, a level line is thus indicated.

The apparatus may then be given a practical support in either of two ways:

First. By providing the middle of the under surface of the cradle with a metal plate, perforated with a threaded hole and screwed to the board. This hole will receive the screw which runs through the head of the light tripod, explained under Experiment No. 4, p. 667, April COURSE OF STUDY, after the drawing-board there represented has been removed.

Second. The cradle may be set on top of the drawing, with the apparatus fitted as explained in the April COURSE OF STUDY.

The method of running level lines, or determining the differences of level of points in the field, is obvious, and the purpose of the instrument is the same as that of a civil engineer's leveling instrument. The apparatus will be used in making the topographic survey of Lincoln Park.

Oral Reading: So far as possible, the children will read things in the spirit of the time they are studying. They have had translations of the Saxon chronicles, and of the Latin authors who wrote about Britain and the Teutons. This paraphrase of two Anglo-Saxon poems—*The Battle of Maldon* and *The Battle of Brunanburh*—was done with the idea of giving the children some notion of Anglo-

Saxon poetry. Of course they could not read a line in the original.

The Battle

Meantime the herald,
He of the sea-kings,
Stood in his steading.
Loudly now called he;
Then coming forward
Woe-words he spake:
"For you is this sending,
Bold from the seamen.
I am to say to you—
Send of your gold-hoard
Safety to buy of us.
Surely 'tis better
To buy off this warfare
Than with us to battle
In the hard hand-play.
If so you yield to us,
We will swear peace-words
Over your gold-hoard;
And you, O you chief,
Will thus save your hearth-band
From doom of the battle,
And we the grim sailors
Will promise our peace-word;
And so fare we forth again
In our strong sea-ships,
Foamy-necked travelers,
Laden with treasure,
Over the whale-road
Far to our homing."

Answered the earldorman,
Brythnoth the warrior,
Holding his shield high,
Waving his spear-haft,
Thus made he answer:
"Hear! thou sea-rover
What saith this people;
Tribute they grant you,
You shall have treasure,
Though not of their gold-hoard,
Yet of their weapons—
Points of their spears,
Edges of swords,
Their ancient war-armor;
But these shall avail you
Naught in your fighting.
Word-bringer of rovers,
Go back to thy people,
Give them our wording,
The tale of our anger:
Here stands undaunted
An earl and his war-host,

Ever defending
 Our Aethelred's land,
 His folk, and his kingdom;
 Die shall the heathen,
 Killed in our battle.
 Yet to me seems it dastard
 That after your coming
 Far from your home-land
 You should fare backward
 Rich with our plunder,
 Poor of our battle-blows.
 Are ye so fearsome?
 Between us the sword
 And spear should decide
 In the fierce war-play."
 Then bade he the war-band
 Raise high the shield-wall,
 War-thin and dinted,
 And draw up together
 In rank by the stream-side.
 When they were ready,
 War-hard East Saxons,
 Saw they their foemen,
 Hardy sea-rovers,
 Over the river.
 Flood-tide after ebbing
 Came up the river,
 Parting the war-bands
 From the hard hand-play,
 So that no hero
 His foeman could slay
 Save by an arrow ;
 And from the island-shore,
 Girt with sea-farers,
 Gleaming with weapons,
 Came there sword-clashing ;
 Eager and ready
 Were the bold seamen.
 Then Brythnoth speaking,
 Called of his warriors
 A battle-worn hero,
 A man prompt and hardy,
 To guard at the fording
 (Ceola's son, Wulfstan,
 The name of the hero ,
 And with him twain others,
 Aelfere and Manus ;
 These then held ready
 To ward at the fording
 So long as their strength held.
 Saw the sea-rovers
 How the fierce heroes,
 Three mighty bridge-wards,
 Ready with weapons
 To slay the first comers,

Stood at the passage.
 Boldly dissembling
 Begged they their fording
 To lead up their war-bands
 Over the water.
 Then Brythnoth, strong-hearted,
 Longing for battle,
 Hard in his pride-faith,
 Thought to yield footing,
 Granting their wishes
 To the grim ocean-wolves.
 So Brythelm's son
 (All the lords listening)
 Called to the strangers
 Across the cold water :
 " Hark ye, sea-rovers,
 Free space is allowed you ;
 Come hitherward quickly,
 Haste to our battle;
 And God alone knoweth
 Which of us conquers."
 Clashed the grim seamen
 Shield against weapon,
 But they hung backward
 Askance from the fording.
 So Brythnoth, the stark one,
 Silent and haughty,
 Motioned his hearth-band
 Back from the river,
 Yielding free footing
 To whoso would land there.
 Yet waited those ocean-wolves
 Still for a moment,
 Facing their foemen
 Over the river.
 Then with harsh shouting
 Hosts of the Vikings
 Waded the waters;
 Waving their shield-wall,
 Climbed they the ford-bank,
 Wolves to the slaughter,
 Safe with their shield-wall,
 Hard bucklers of linden.
 And over against them
 Brythnoth stood ready,
 Silent and sullen,
 Brythnoth and his heroes.
 Cried to his war-band
 Brythnoth the head-man:
 " Raise ye the shield-fence,
 Hold yourselves ready
 'Gainst these our foemen."
 * * * * *
 Then came the conflict,
 Glory of chieftains,

Doom-hour upon them
To many a hero.
* * * * *

Over the war-play
Hung the swart raven,
And that horny-nibb'd bird,
The greedy war-hawk,
With ashen feathers,
Waiting for quiet.
Skulked through the marshes
That shadowy beast,
The wolf of the wold.
* * * * *

Never aforetime
Harder fought battle
Was in this island
Since hitherward roaming,
Fallow seas over,
Engle and Saxon
Came seeking Britain.

Nature Study for May and June, Sixth, Seventh, and Eighth Grades: (KATHARINE M. STILWELL.)

PLANT AND ANIMAL LIFE.

The study of germination has been carried on through the month of April by the use of window-gardens, the hotbed experiments at home, and observations in Lincoln Park.

Weekly records of the landscape, the appearance of the tree selected for special study, the growth of the plants, and the development of the buds have been kept in painting and writing.

Weather conditions were recorded and the records used in a study of the relation between the conditions and the rate of plant growth. The records of heat and moisture for the month were compared with the average for the last twenty years. This average was computed by the pupils from the data in the U. S. Meteorological Summary.

Much interest is manifested in the animal life of this region. Some of the pupils have formed a club which meets in the early morning for the observation of birds. The birds seen are further studied from the specimens in the museum and from the

books in the library—each pupil keeping a record, by paintings, of the birds he has seen.

In May, work in all these directions will be continued, but by a study of more specific problems.

Many of the pupils have been able not only to plan the experiments which answer the questions suggested, but also to discover new problems. But here, as elsewhere, are some pupils who need definite directions. To help them, the outline and directions which follow have been prepared.

It is not expected that every pupil will do all the work indicated, but each pupil will select some topic for investigation.

OUTLINE.

I. A study of the plant life of typical areas of this region—park, garden, meadow, ravine, and swamp. Illustrations in color. Collection of specimens.

II. A study of the plants in these areas in relation to moisture, soil, light, heat, and air.

1. Relation of moisture to plant growth.

(a) Source of moisture supply; monthly rainfall and its distribution throughout the year.

(b) Adaptation of plant to moisture conditions; observation of root and leaf structure.

(c) Transpiration; quantity of water used by different plants. (Experiment.)

(d) Water accessible to plant; soil moisture. (Experiment.)

2. Relation of different soils to plant growth.

(a) Soil texture; relation to moisture content. (Experiment.)

(b) Soil constituents; physical analysis of soil. (Experiment.)

3. Relation of light to plant growth.

(a) Part directly influenced by light; study of foliage leaves.

(b) Methods of reaching light.

(c) Leaf arrangement and form.

(d) Formation of starch in foliage leaves.

4. Relation of heat to plant growth.

(a) Temperature of the air.

(b) Temperature of the soil. Note especially during the flowering period. Study this question in relation to the water supply.

5. Relation of air to plant growth.

(a) Plant respiration.

- (b) Effect of moisture; dry air.
- (c) Direction of the prevailing wind; effect upon vegetation.

III. Mutual relation of plants and animals.
Mounting and preserving of specimens.

1. Why the animal seeks the plant; food; home. (Illustrations.)
2. Plant protection.

References: Kerner and Oliver, *Natural History of Plants*; Arthur and MacDougal, *Living Plants*; Gaye, *The Great World's Farm*; Coulter, *Plant Relations*, *Plant Structure*; Barnes, *Plant Life*; Cowles, *Plant Societies of Chicago and its Environs*; Jordan, *Animal Life*; Neltje Blanchan, *Bird Neighbors*; Chapman, *Bird Lore* (magazine); Comstock, *Insect Life*; Weed, *Life Histories of American Insects*; Mabel Osgood Wright, *Birdcraft*; Chapman, *Bird Life*.

NATURE STUDY—DIRECTIONS FOR PUPILS OF THE GRAMMAR GRADES.

I. Relation of plant life to moisture, soil, light, heat, and air.

1. Paint a typical landscape of each of the following areas: swamp, ravine, prairie, sand ridge, and park.

2. Rainfall. Calculate the amount of water that fell on each square foot of ground in April. How does this compare with the average for twenty-five years for that month? How does the rainfall compare with the amount of moisture evaporated from the same surface?

3. Plant form and structure. Make paintings of plants found in each of the places mentioned in 1.

(a) What is the meaning of the variations in form, size, and structure of leaves? Note various arrangements of leaves on the stem; lengths of stems.

(b) Wash soil away from roots of plants. Compare length of roots of various plants. Compute root area of the plant. How does this compare with the amount of moisture in the soil?

4. Transpiration. Experiment 1: Invert a glass vessel (bell-jar) over a small active plant. Note results.

Experiment 2: Insert the petiole of a vigorous leaf through a cardboard. Place the cardboard over a tumbler of water in such a position that the leaf blade projects upward.

Invert a second glass over the blade of the leaf. Note results.

Experiment 3: Transplant a seedling of some plant to a wide-mouthed bottle. Put cork around the stem of the plant and seal the bottle air-tight with paraffine. Measure leaf surface, in square inches, of the plant. Weigh the plant and bottle.

(a) Place in sunshine for a day; reweigh. Try the same experiment for a cloudy day and at night. Compare results.

(b) Remove some of the leaves and try the same experiment. Inference.

5. Water in the soil. Experiment: Secure 100 grains of soil from each of the places above mentioned. Place in trays, dry thoroughly, and reweigh.

(a) What per cent of each soil is water?

(b) Show the actual amount of water in a cubic foot of soil.

6. Water available for plant. Experiment: Let a vigorous plant wither for want of water. Weigh the soil, dry thoroughly, and reweigh. Why did the plant wither?

7. Evaporation. Experiment: Fill a pan with soil; weigh. Sink the pan in the ground, with its surface level with the ground.

(a) Test during a sunny day and reweigh; a cloudy day, night.

(b) Cover the same kind of soil with sod, and try the same experiments. How does the sod affect the rate of evaporation? Inference.

(c) Find the rate for different soils.

8. Starch formation.

Experiment 21, page 396, Barnes' *Plant Life*. (Teacher will boil the leaves in alcohol to dissolve the chlorophyll.) Test these leaves with iodine.

II. Relation of plant and animal life.

1. Make observations and collections of animal life found in each area.

2. Birds. Make a study of:

(a) Home and nest.

(b) Food.

(c) Relation of form of bill and claw to means of getting food.

(d) Relation of color of the bird to its surroundings.

Paint the bird in its home.

3. Insect and swamp life. Make a study of:

(a) Home.

(b) Food.

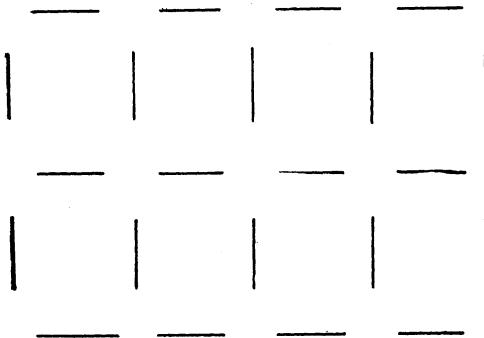
(c) Mouth parts, feet, wings.

From books find more of the life and habits of the animal. Paint the specimen in its home.

French: (M^{lle}. ASHLÉMAN.) The dramatization of *Guillaume le Conquérant* (see April COURSE OF STUDY) will be continued in May, as well as the memorizing and dramatizing of *Le Pinson et la Pie* and *Le Singe Qui Montre la Lanterne Magique*. The story of this last fable will be written in English by the pupils, and illustrations made both in modeling and painting. These stories and illustrations will be sent as a present from the pupils of these grades to a school of poor children in Jackson, Kentucky, to give them an insight into the character of work done in this school.

The following puzzle will be given to the pupils for solution:

Petits Jeux



Réduire cette figure à 4 carrés égaux, en supprimant: à (six, b) sept allumettes.

Le Pinson et la Pie

“Apprends-moi donc une chanson,”
Demandait la bavarde Pie
A l’agréable et gai Pinson,
Qui chantait au printemps sur l’épine fleuri.
“Allez, vous vous moquez, ma mie.
A gens de votre espèce, ah! je gagerais bien
Que jamais on n’apprendra rien.”
“Et quoi! la raison, je te prie?”
“Mais c’est que, pour s’instruire et savoir bien
chanter,
Il faudrait savoir écouter,
Et jamais babilard n’écoute de sa vie.”

Le Singe Qui Montre la Lanterne Magique

Un homme qui montrait la lanterne magique
Avait un Singe dont les tours

Attriraient chez lui grand concours.
Jacqueau, c’était son nom, sur la corde élastique
Dansait et voltigeait au mieux,
Puis faisait le saut périlleux.
Un jour qu’au cabaret son maître était resté.
(C’était, je pense, un jour de fête),
Notre Singe en liberté
Veut faire un coup de sa tête.
Il s’en va rassembler les divers animaux
Qu’il peut rencontrer dans la ville:
Chiens, chats, poulets, dindons, pourceaux,
Arrivent bientôt à la file.
“Entrez, entrez, messieurs,” criait notre Jacqueau;
“C’est ici, c’est ici, qu’un spectacle nouveau
Vous charmera gratis. Oui, messieurs, à la porte
On ne prend point d’argent, je fais tout pour l’honneur.”
A ces mots, chaque spectateur
Va se placer et l’on apporte
La lanterne magique; on ferme les volets;
Et, par un discours fait exprès,
Jacqueau prépare l’auditoire.
Ce morceau vraiment oratoire,
Fit bâiller; mais on applaudit.
Content de son succès, notre Singe saisit
Un verre peint qu’il met dans sa lanterne.
Il sait comment on le gouverne,
Et crie en le poussant: “Est-il rien de pareil?
Messieurs, vous voyez le soleil,
Ses rayons et toute sa gloire.
Voici présentement la lune; et puis l’histoire
D’Adam, et d’Ève et des animaux—
Voyez, messieurs, comme ils sont beaux!
Voyez la naissance du monde;
Voyez . . .” Les spectateurs, dans une nuit profonde,
Ecarquillaient leurs yeux et ne pouvaient rien voir:
L’appartement, le mur, tout était noir.
“Ma foi,” disait un Chat, “de toutes les merveilles
Dont il étourrait nos oreilles,
Le fait est que je ne vois rien.”
“Ni moi non plus,” disait un Chien.
“Moi,” disait un Dindon, “je vois bien quelque chose,
Mais je ne sais pour quelle cause
Je ne distingue pas très bien.”
Pendant tout ces discours, le Cicéron moderne
Parlait éloquemment et ne se lassait point.
Il n’avait oublié qu’un point:
C’était d’éclairer sa lanterne.—*Florian.*